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- E-portfolios for learners
- E-portfolios for teachers and trainers
- E-portfolios for information technology and teaching and learning support staff
- E-portfolios for employers, professional bodies and career services

Further reading

Joint Information Systems Committee, (2008):

- *Effective practice with e-portfolios: Supporting 21st century learning*
- *InfoKit on e-portfolios*

These are available from <http://www.jiscinfonet.ac.uk/e-portfolios>

Acknowledgment

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Contact details

E-portfolios business activity

Website: flexiblelearning.net.au/e-portfolios
Blog: flexiblelearning.net.au/e-portfoliosblog

Australian Flexible Learning Framework

Phone: (07) 3307 4700
Fax: (07) 3259 4371
Website: flexiblelearning.net.au
Email: enquiries@flexiblelearning.net.au
Address: GPO Box 1326, Brisbane QLD 4001

e-portfolios

for CEOs and managers



e-portfolios ... are becoming popular around the world as a tool to enhance learning and assist with personal career development. As a VET CEO or manager, you might be considering how you can use an e-portfolio to enhance the quality and sustainability of teaching and training outcomes for learners and/or teachers or trainers in your organisation. This guide will introduce you to e-portfolios, their benefits, and the issues you need to consider when implementing an e-portfolio into your organisation.

What is an e-portfolio?

An *e-portfolio* is a learner-driven collection of digital objects demonstrating experiences, achievements and evidence of learning. E-portfolios provide learners with a structured way of recording their learning experiences and work history.

E-portfolios can be developed quickly and easily to capture live evidence through the use of mobile phones and point-of-view devices, and can include a range of digital evidence such as audio, video, photographs and blogs.

Understanding how e-portfolios work

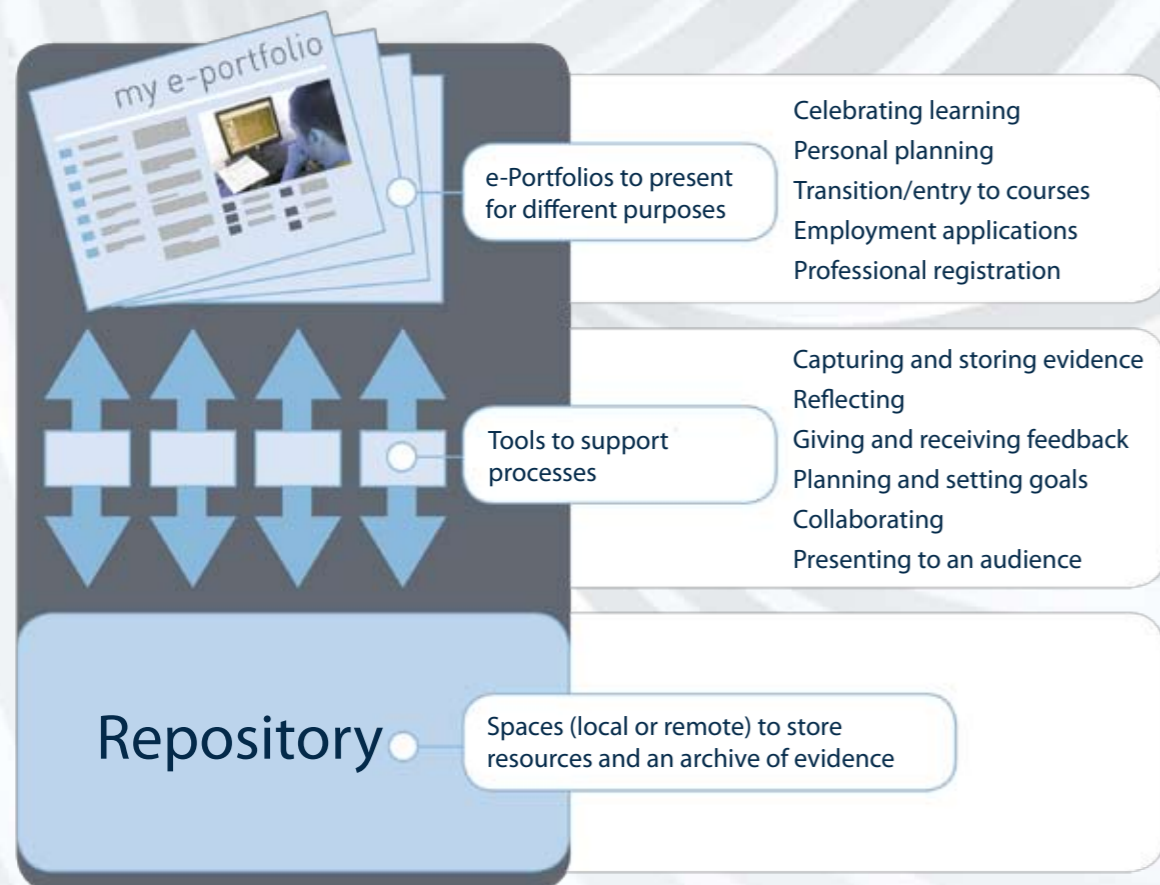


Figure 1 Adapted from Hartnell-Young et al. (2007) Impact study of e-portfolios on learning, Becta 2

Why use an e-portfolio?

E-portfolios have many purposes, so you need to be clear about the reasons why you want to introduce an e-portfolio into your organisation. E-portfolios can support a range of activities, including training or employment applications, transition between life stages or job roles, assessment of professional standards or providing evidence of continuing professional development.

In the VET context, an e-portfolio can assist learners with their personal development by providing an organised online space from which they may:

- develop a holistic overview of their learning, experiences and development beyond individual classes
- understand their learning and experience in terms of work-readiness
- extract evidence to demonstrate their learning and achievements
- identify skill gaps through review of and reflection on their e-portfolio content
- plan, set and review personal development targets.

An e-portfolio is not only a product, but more importantly a process, which can help learners to better understand not just what they have learned, but how they have learned.

E-portfolios can also assist teachers and trainers to gain a deeper understanding of their learners, enabling the provision of more tailored advice.

What do we need to think about when introducing an e-portfolio system into our organisation?

The following questions have been compiled to help you to clarify your organisation's specific needs with regard to implementing an e-portfolio system.

Scoping and purpose

- Which program areas do we envisage will use e-portfolios?
- What stage are the learners at in their teaching, training or employment?
- How might e-portfolios prepare learners for their next stage of learning?
- What do we see as the main purpose of e-portfolios for our learners?
 - to support their training
 - to support overall development (including personal and career areas, and experience/learning from non-formal learning contexts)
 - to develop the capacity for lifelong learning
 - to support formative assessment
 - to provide an assessment management tool
 - to create a presentational portfolio to showcase achievements
 - to support transition between different learning environments.

Organisational policy

- Does ownership of the e-portfolio lie with the learner or the organisation? How can we reflect this in our organisational policies and culture?
- Will e-portfolios be portable, enabling learners to take their e-portfolio with them when they move between organisations?
- What national or international standards should we adopt to enable long term portability and interoperability of e-portfolios?
- How will we ensure individual e-portfolios can be maintained in the long term, eg throughout multiple software and storage upgrades?
- What are the implications of e-portfolios for our existing organisational privacy and data security policies?
- How will different security and access permissions be accommodated at a policy level? eg learner access, employer access, past learner access.
- What is the organisation's legal liability with regards to materials stored within the learner's e-portfolio?
- How can our policies allow maximum flexibility for the learner, while accommodating privacy, confidentiality and intellectual property concerns?
- Will inactive e-portfolios eventually be disposed of? At what point will this occur?

Teaching and training quality outcomes

- What role can the teaching and training department play to foster and encourage e-portfolio practice within the organisation and in individual program areas?
- Can we identify and support e-portfolio 'champions' in each program area, to nurture and disseminate e-portfolio innovation and practice?
- How can we overcome resistance to change among teachers and trainers?
- What teaching and training outcomes do we aim to achieve through the use of e-portfolios?
- How will e-portfolio activities be evaluated to ensure identified learning outcomes are being achieved?

Organisational culture

- Does our mission statement and organisational values encourage innovation?
- Does our mission statement and organisational values foster a culture of learner-centred teaching and training?

Strategic direction

- To what extent do we want our e-portfolio system to be compatible with those offered by other organisations or associated sectors (higher education, schools)?
- How will we maintain relationships with other education and training organisations using e-portfolios, to ensure collaboration and cooperation?
- Is our organisation's long term strategic planning flexible enough to enable uptake of new technologies which frequently emerge in much shorter timeframes?
- Do we need to encourage a whole-of-organisation approach to e-portfolio practice to ensure consistency?
- How can we ensure consultation and collaboration between program areas, teaching and training departments and ICT departments in the development and implementation of an e-portfolio system?
- To what degree do we want an e-portfolio system to be integrated with our other e-learning and e-business systems (eg learning management system, student management system)?

Resource allocation and management

- What technical (ICT) resources are required for the development, management, promotion and evaluation of an e-portfolio system?
- What human resources are required for the development, management, promotion and evaluation of an e-portfolio system?
- Does existing learner internet access need to be modified to enable equitable access to their e-portfolio?
- How much digital storage will we provide for each learner?
- How long will we provide this digital storage for?
- How will these resources be funded?